#### November - Lesson Plan Grades 4-5

# PHYSICAL ACTIVITY



#### **Objectives**

Assess daily physical activity level.

Demonstrate physical activity.

#### **Supplies Needed**

November
Pick a **better** snack<sup>™</sup> & **ACT**scorecard

"Time Table" worksheet

#### **Background**

Healthy habits we learn as children can become lifelong habits that affect our well being later in life. Physical activity plays an important part in building strong bones and muscles. It also helps keep bodies healthy and prevents diseases later in life, such as heart disease and cancer. Having fun with physical activity while at a young age will encourage continued physical activity resulting in a healthy active lifestyle.

Brains need lots of oxygen. This need is satisfied with adequate heart and lung development (which is done through physical activity). Unfortunately, less than half of all children exercise enough to develop a healthy heart and lungs.

Physical activity has a host of health benefits.<sup>1</sup>

- Strengthens the heart
- Strengthens muscles and bones
- Increases energy (to play longer)
- Allows performance of more work with less effort (carry my toys without becoming tired or needing help)
- Reduces stress and tension (get along better with others)
- Improves ability to learn (get homework done faster)
- Increase self-confidence and self-esteem (greater social opportunities)

Elementary age students should be active 60 minutes most days of the week. Being active as a child will make it easier to be active when they are adults. Physical activity is essential for a happy, healthy lifestyle.

1National Association for Sport and Physical Education, Physical Best Activity Guide, Elementary Level

**Web Site Resources** 

www.idph.state.ia.us/pickabettersnack www.mypyramid.gov

### PHYSICAL ACTIVITY

# Do the Activity: KWL Chart

Ask students to describe a physically active person. Make a list on the board and have a discussion on the differences between a physically active person and a sedentary person.

Ask students if they remember how much physical activity a student their age should have each day. Fill in the chart on the attached page with activity throughout a typical 24 hour day during the school week.

#### Example:

Time	Physical	Sedentary	List the Activity
12:00 A.M. (Midnight)		✓	Sleeping
10:00 A.M.		✓	Math Class
4:00 P.M. Example	✓		Play Outside
6:00 P.M. Example		✓	Eating Dinner

Discuss the differences between physical activity and sedentary behavior. Have students check to see if they get one hour of physical activity a day.

Make suggestions for getting more physical activity. (e.g. walking to school, playing outside during recess and after school, etc.) Remember, the time you are active during physical education class counts for part of the hour a day. Have students write a plan to get one hour of activity each day.

#### **Sports Galore!**

Teacher calls out the following sports skills to mimic:

Shooting a jump shot

Running through tires

Batting a baseball

Serving a tennis ball

Downhill skiing

Spiking a volleyball

Swinging a golf club

Throwing a football

Juggling a soccer ball

Shooting an arrow

Shooting a hockey puck

Swimming underwater

Fielding a ground ball and throwing it to first base

Dunking a basketball



### PHYSICAL ACTIVITY

Do each sport skill for 30 seconds

Sports Galore adapted from Activity Promotion Laboratory School of Health and Human Performance, East Carolina University

Talk It Over: Ask the students:

What is the definition of physical activity?

Ask students to identify examples of physical activity from

Sports Galore and other class examples.

What are some other not traditionally sports related activities? Jump rope, going to the park, playing tag, Red Rover, Simon

Says

What are some activities you could do at home after school?

**Apply:** Discuss what is on the scorecard this month:

Climb

Quadruple (martial arts)

Zip (rollerblading, roller-skating)

Invent



#### **November - Activity Sheet Grade 4-5**

## PHYSICAL ACTIVITY



Directions: Fill in the chart below and add up your physical activity time a day. Answer the questions below.

Activity on a Typical Day During the School Week					
Time	Check Activity Type				
	Physical 🗸	Sedentary ✓	List the Activity		
12:00 A.M. (Midnight)					
1:00 A.M.					
2:00 A.M.					
3:00 A.M.					
4:00 A.M.					
5:00 A.M.					
6:00 A.M.					
7:00 A.M.					
8:00 A.M.					
9:00 A.M.					
10:00 A.M.					
11:00 A.M.					
12:00 P.M. (Noon)					
1:00 P.M.					
2:00 P.M.					
3:00 P.M.					
4:00 P.M.					
5:00 P.M.					
6:00 P.M.					
7:00 P.M.					
8:00 P.M.					
9:00 P.M.					
10:00 P.M.					
11:00 P.M.					
Number of physical activity hours on a typical day		pical day	Subtract hours of physical activity from 24 hours per		
during the school week			day to calculate the number of sedentary hours		

Physical activity is important because it strengthens your bones and heart. Describe what physical activity you do during the day. How do you feel after participating in physical activity?



#### November - Lesson Plan Grades 4-5

# THE COLOR WAY



#### **Objectives**

Identify at least one new colorful fruit or vegetable that could be eaten for lunch.

Learn new ways to eat colorful fruits and vegetables.

Introduce the concept of eating cups of fruits and vegetables.

#### **Supplies Needed**

November
Pick a **better** snack™ &
ACT scorecard

The Color Way Fruit and Veggie Guide

Activity Sheets:
"Colors of Our Lunch
Menu" worksheet

"How Many Fruits and Vegetables Did I Eat For Lunch?" worksheet

#### **Background**

November is the last month that Pick a **better** snack<sup>™</sup> the Color Way will be highlighted. The messages are:

- Eat more fruits and vegetables for snacks, and
- Eat a variety of fruits and vegetables by choosing different colors each day.

MyPyramid offers two additional messages. "Focus on fruits" emphasizes whole fruits over fruit juice. "Vary your veggies" encourages children and adults to eat a variety of vegetables with particular emphasis on two colors: dark green and orange. Children in the United States eat too many white potatoes, especially French fries. Baked sweet potato wedges would be better choice but many kids have never tasted a sweet potato. They also might enjoy a Taco Tater that uses tomatoes and avocado to top off a plain baked potato. Pick a **better** snack<sup>TM</sup> the Color Way activities can open the door to a flavor-filled, colorful diet!

Think about flowers and the variety of colors and smells that they produce. What a shame it would be if there were only daisies in flower gardens. Fruits and vegetables offer the same kind of variety. Color can be thought of as a sign or code that signals there are particular vitamins and other nutritious chemicals in that fruit or vegetable. The dark green and orange vegetables are particularly nutritious; therefore, they receive special attention in MyPyramid.

A rainbow of colorful recipes are provided on the Pick a **better** snack<sup>™</sup> **website** at the Iowa Department of Public Health. Google "Pick a better snack the color way" or go to http://www.idph.state.ia.us/pickabettersnack/the\_color\_way.asp. The Taco Tater recipe can be found among the avocado recipes!

MyPyramid web site provides recommendations for the quantity an individual should eat of each food group. This is based on age, gender, and level of physical activity. The more advanced tools on the web site (i.e. My Tracker) incorporate an individual's weight, as well. In general, children should be encouraged to eat a total of three to four cups of fruits and vegetables each day.

#### **Web Site Resources**

www.idph.state.ia.us/pickabettersnack www.fruitsandveggiesmorematters.org www.mypyramid.gov/kids/index.html

# Do the Activity: Colors of the Lunch Menu

For the following activity, do not emphasize a right or wrong answer for classifying fruits and vegetables by color; the main message is eat a variety of colors. A guide to fruit and vegetable colors is attached.

In small groups, review the school's lunch menu for five days. Classify the fruits and vegetables into color groups. Have a student from each small group share how many times each color was represented. Is there one color that is represented more than others? An activity sheet to record the colors is provided.

Ask children to brainstorm about ways to improve the variety of colorful fruits and vegetables on the cafeteria menu. Create a list of ideas that could be presented to the cafeteria manager. (Note: Many school food program managers have received "Fruits and Vegetables Galore" a fruit and vegetable resource from Team Nutrition. It encourages food service staff to offer fruits and vegetables in new and creative ways that will appeal to children.)

#### Talk It Over:

Discuss how important it is to eat fruits and vegetables with different colors throughout the day – meals and snacks. MyPyramid identifies subgroups of dark green and orange vegetables. Are there dark green and orange vegetables on the menu?

Pass out the November scorecard. What colors are represented? What day in November might they eat several of the vegetables on the card? *Thanksgiving* 

If your school or program provides tasting opportunities, assure the kids that they will have a chance to try one or more of the featured fruits and vegetables.

#### Apply:

Refer to activity sheet, How Many Fruits and Vegetables Did I Eat For Lunch? Ask the students to record the different fruits and vegetables they eat each day for lunch. Students color in a square for every fruit or vegetable with a crayon that represents the appropriate color group. It should <u>not</u> be







introduced as a competition. At the end of the week, every child that consumed more than one color should receive a certificate of success or a bookmark. Ask your program coordinator if these are available.

Use a half-cup to measure various vegetables and fruits. Frozen vegetables and fruits are easy to use. Place the half-cup on a plate or in a bowl. Ask the students if they would normally eat this amount? Using a half-cup as a standard portion, have the children create a day's menu that would provide a total of four cups of fruits and vegetables. How many colors did they include?

#### **Extend the Activity**



Art, Music & PE Create a rap song about fruits and vegetables or ways of measurement (e.g. 2 cups in a pint, 2 pints in a quart, 4 quarts in a gallon)



Language Arts & Reading

Bring in several fast food menus or their nutrition pages from the Internet. Let students read and discover the serving sizes offered. Discuss problems with the size of servings. Have a class discussion about possible solutions. Examples of questions to start the discussion might be:

- 1. What fruits and vegetables are typically found at fast food restaurants?
- 2. Have you noticed new commercials promoting fruits and vegetables?
- 3. What could restaurants do to promote eating more fruits and vegetables?
- 4. What needs to change?



Math

Graph how often different colors of foods are used in lunch menus during a week or month. (refer to activity sheet)

Create a measurement center in the classroom. Gather a variety of tools such as measuring cups, food scales and empty food boxes. Compare serving sizes using dried foods such as beans, rice and cereal.







Science & Health

Gather as many nutrition cereal labels as possible. Students may also bring labels. Let each student analyze the cereal for the following:

Serving Size Calories
Fat Cholesterol
Salt Sugar

Fiber



**Social Studies** 

Study how people from other countries eat. Students' families can be used as a resource, too. What types of foods and quantities are served? Where are most meals eaten in that country? After studying the eating habits, let students share their findings.







Dried Plums, Elderberries, Purple Figs, Purple Grapes, Plums, Raisins

Purple Asparagus, Purple Cabbage, Purple Carrots, Eggplant, Purple Peppers, Potatoes (purple fleshed)

Group Avocados, Green Apples, Green Grapes, Honeydew, Kiwifruit, Limes, Green pears

Artichokes, Arugula, Asparagus, Broccoflower, Broccoli, Brussels Sprouts, Chinese Cabbage, Green Beans, Green Cabbage, Celery, Chayote Squash, Cucumbers, Leafy Greens, Leeks, Lettuce, Green Onion, Okra, Peas, Green Pepper, Sno Peas, Sugar Snap Peas,

Spinach, Watercress, Zucchini

itie Group Brown Pears, Dates, White Nectarines, White Peaches

Cauliflower, Garlic, Ginger, Jerusalem Artichoke, Jicama, Kohlrabi, Mushrooms, Onions, Parsnips, Potatoes (white fleshed), Shallots, Turnips,

White Corn



Vellow Apples, Grapefruit, Lemon, Mangoes, Nectarines, Oranges, Papayas, Peaches, Yellow Pears, Persimmons, Pineapples, Tangerines, Yellow Watermelon

Yellow Beets, Butternut Squash, Carrots, Yellow Peppers, Yellow Potatoes, Pumpkin, Rutabagas, Yellow Summer Squash, Sweet Corn, Sweet Potatoes,

> Yellow Tomatoes, Yellow Winter Squash

Red Apples, Blood Oranges, Cherries, Cranberries, Red Grapes, Pink/Red Grapefruit, Red Pears, Pomegranates, Raspberries, Strawberries, Watermelon

Beets, Red Peppers, Radishes, Radicchio, Red Onions, Red Potatoes,

Rhubarb. Tomatoes

### November – Activity Sheet Grade 4-5

### THE COLOR WAY



Review the school's lunch menu for five days. Classify the fruits and vegetables into color groups.

## Colors of Our Lunch Menu

	Mondas	<b>Guesda</b> 3	Wednesday	<b>Thursday</b>	Fridas	Cotal Fruits and Veggies Fer Week
Blue/ Purple Group						
Green Group						
White Group						
Yellow/ Orange Group						
Red Group						

How many times each color was represented?	
Is there one color that is represented more than others?	

Teacher's Resource: This page could be laminated and reused as a daily activity following lunch. Adapted from Is There A Rainbow on Your Plate? www.5aday.com.







How many fruits and vegetables do you eat at lunch? Are you eating from all five color groups? Let's find out! In the chart, color a block each time you eat a fruit or vegetable at lunch. Be sure to color it the same color as the group it belongs in.

# How Many Fruits and Vegetables Did I Eat For Lunch?

	Monday	Guesday	Wednesday	Chursday	Friday
Blue/Purple Group					
Сгеен Сгоир					
White Group					
Yellow/ Orange Group					
Red Group					
Number of Fruits and Vegetables I Ate at Lunch					

Teacher's Resource: This page could be laminated and reused as a daily activity following lunch. Adapted from Is There A Rainbow on Your Plate? www.5aday.com.



